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VIA : Director of Training  
Chief, Headquarters Training  
Chief, Operations School  
Chief Instructor, Clandestine Services  
Liaison Operations Course

22 June 1961

Final Course Report - Clandestine Services  
Liaison Operations Course No. 16,  
8 - 26 May 1961

This document is part of an integrated  
plan of operations and must be  
subjected to individual systematic review.

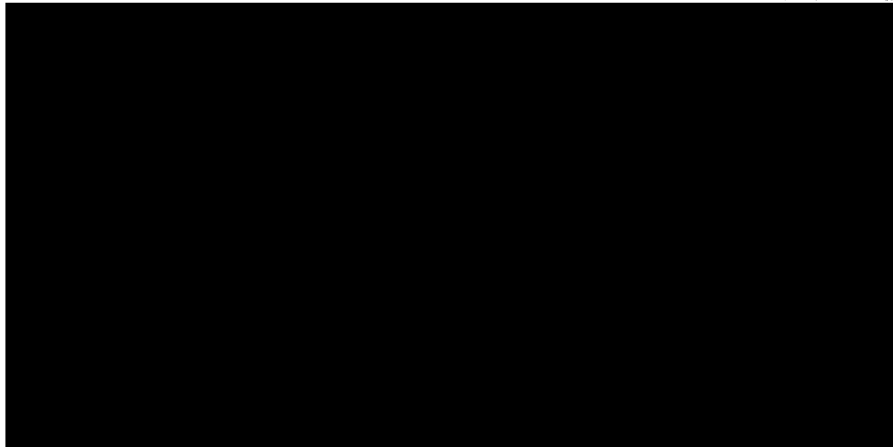
1. Synopsis: Thirteen full-time students were enrolled in the Clandestine Services Liaison Operations Course No. 16 beginning 8 May and running through 26 May 1961. Although special arrangements were made, at the request of WE Division, to permit a WE representative to audit certain portions of the course (without course credit), no one from WE turned up to attend even one presentation--despite the approach of the Liaison Operations Seminar to be held under the auspices of the FI Staff the end of this month. At least five of the thirteen students, the more senior ones, attended the course at the request of their divisions so the divisions would be better prepared for the FI Seminar. All students were from the Clandestine Services.

2. Discussion: The assignments and grades of the students follow:

NAME

GRADE

COMMENT



3. All but two of the students have had PCS-tours abroad. Four are due to leave for PCS-assignments abroad in the immediate future, all in the FI area. This group was particularly aggressive and interested in participating in the discussions and seminars of the course, constantly holding speakers overtime with their questions. Their own student presentations were enlightening and on target but limited by lack of sufficient time. They will be given more time in the next running.

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4. There were several specific aspects in which this OSLO differed from previous runnings:

- a. Scheduling. There were more cancellations, shifts and rescheduling problems in this running than any other with which the present Chief Instructor has been connected. On many occasions last-minute changes had to be introduced or the Instructor himself had to pitch in and take over. Fortunately, the basic flexibility of the schedule, plus the fact that the Chief Instructor by now has been handling this course long enough to be able to step in and take over or modify the presentations in a meaningful way while maintaining continuity, reflect the inherent adaptability of the course schedule. Several of the students commented favorably on this point.
- b. As an aid in preparing for the FI Staff Seminar on Liaison (hereinafter referred to as the Seminar), the Chief Instructor specifically requested that the class, from the very start, make notes and prepare to critique the course in the original sense of the word. In other words, the class was asked to concentrate on criticism and weak points of the course in context rather than merely a run-down of which speakers were good orators and to come up with constructive criticism and positive suggestions concerning the course which would be useful to the Chief Instructor in the Seminar. They have done so, and their critiques should better prepare the Chief Instructor as the OTR representative in the Seminar.
- c. The critiques of this running give definitive proof that no course can "be all things to all students". Portions of the course criticized by some students were found particularly valuable and praised by others in the same class. There was an unusual number of such apparent contradictions. Background, personal and professional interests of the students were the deciding factors, and presumably will continue to be so. Since the OSLO is a course for all members and all components of the CS, and since it is hardly feasible for OTR to select or limit the type of CS officer interested in taking the course, it is a healthy thing and generally indicative of the strong nature and breadth of the course that its various portions stimulate and arouse controversy within a framework which 99% of all students attending state to be of value to them in the overall sense.

5. While a number of changes and modifications were made in course content, its flow remained basically the same. Only entirely new presentations will be briefly mentioned here. The Chief Instructor added a new lecture which he

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6. Student Performance: This was an extremely active and aggressive group of students who participated with vigor in the course including not only their own presentations but also in questions to the speakers and the Chief Instructor. Of the five students who were formally asked to prepare presentations [REDACTED]

[REDACTED] was outstanding in economy but cogency of organization and presentation.

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7. Student Comments: All students but one endorsed the course and found it of value, though some felt it to be weak in attaining some of its stated objectives.

- a. Accomplished the Objectives of the Course. Some students felt the course had fully accomplished its objectives. Others felt it had fallen short in objective A (to increase the proficiency of the CS officer in liaison operations) or, to a lesser degree, in objective D (to examine the doctrine and techniques of liaison operations). There were a number of contradictions or differences in opinion in student reactions to the stated objectives. One student, from EE, took issue with the objectives themselves, finding that the course reflected "an inordinate preoccupation with the mechanics and tools of liaison operations which were elevated to get goals and ends of liaison." He found the course too operational and was accordingly dissatisfied with the stated objectives, feeling that "the primacy of intelligence" was insufficiently emphasized. In summary, he pleaded for less modus operandi and more emphasis on requirements and intelligence objectives. This reaction strongly reflects the interests of this student whose sole experience is that of an EE reports and requirements officer. It also confirms the deliberate trend, consistently fostered by this Chief Instructor, toward emphasis of operational modi operandi and the methods and tools of liaison operations. For this student there was too much of this, and he was the one student who, in his critique, did not state that the course had been of value to him.

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b. Value of the Course. All but one of the students found the course of value to them, some of them: "Yes, definitely" or "Very much." "Has particularly emphasized (for my benefit) CIA objectives, doctrine and techniques of liaison operations."

c. Reading Material. Almost all the students found the reading material pertinent and complete. A few felt some of the material could be updated. One student felt it should contain organization charts of the Services covered in the lecture rather than having the speakers themselves use charts to go into the organization of the services under discussion. The XI student mentioned above felt the regulations and papers in the material "stood alone" and did not receive sufficient additional interpolation or explanation from either the guest speaker or the Chief Instructor. He felt the reading should contain FI/DS inter-views of various liaison reports, OLS estimates and outlook papers, current IPC lists, PHIO's and a typical station RMO.

d. Guest, Instructor Lectures and Group Discussions. As indicated earlier, this running was plagued with last-minute schedule changes and substitutions. By and large, however, they were smooth, and the course did not appear to suffer from them. Adjudged the best lecturers: Messrs. [REDACTED] 25X1A9a

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[REDACTED] Some students felt too many name and rank lectures without sufficient "nuts and bolts" of liaison ops. Others expressed appreciation for the chance to see and hear these senior DO/P officials. A number of lecturers were accused of being evasive and too obtuse -- "allegedly for security reasons." Almost all students felt there was too much attention to charts and organizational descriptions of these services concerned, although this approach has been drastically cut down in the past year and is a fraction of what it was originally. A number of students felt the lectures should concentrate more on the problems of liaison ops and their pitfalls - an important suggestion which shall be implemented even more in future runnings.

e. Administration of the Course. All students found the administration of the course excellent, though several suggested the 1200 to 1300 hour was difficult and should be cut out.

8. Conclusions and Recommendations: One of the most evident conclusions to be drawn from this running is the fact that students have widely different interests and approaches to this course, and that presentations deemed poor or weak by some are frequently those very presentations which others find most stimulating and most valuable. The important thing is that all students taking this course in the last year and a half (with the one exception mentioned above) have found the course of interest and of value. This attests to its broad base, the unity of flow throughout, the generally high quality of most of the speakers

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and their presentations, the perspective clearly given by the course to a subject widely misunderstood within the DD/P, and the identification of the students with the course in terms of their own participation (questions, student presentations, seminars). The constant effort to strengthen the emphasis of the course on the methods and techniques of liaison operations has clearly been partially successful and has moved it a long way from the original CSLO, so much so that two students felt it went too far along these lines. Despite this, others felt it contained too much of the "whats" of liaison and not enough of the "hows". The Chief Instructor is of the opinion that this latter view remains essentially correct, as the purpose of the CSLO is to support the CS by stressing ways and means of improving its liaison operations and raising the proficiency of CS officers assigned to liaison operations, primarily abroad. Accordingly, the course will continue to be strengthened along operational lines with an effort to prune out all excess briefing or background facts with a resultant simplification of coverage concentrating more in depth on a few, rather than a great many, examples illustrated by more detailed case studies. The results of the FI Seminar and any conclusions drawn from it will, of course, be paramount, as there is an all too evident lack of any real CS or DD/P doctrine on liaison operations despite a frequent and even glib use of terms such as XXXXXXXXXX "XEE doctrine on liaison," etc. Such terms are often used to formalize and lend respectability to widely differing individual and personal views on a variety of operational subjects. Should specific conclusions regarding liaison operations be reached in the Seminar, they will, of course, form the basis of a new look at the CSLO to the extent that such a look will be necessary, particularly in the sphere of doctrine. The Operations School is working hand-in-glove with the FI Staff on this subject and in an effort to make the Seminar as successful and fruitful as possible.

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Attachment  
Course Schedule

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